

SAFETY

DECEMBER

1984

Education

Two Sections • Section One



CHRISTMAS . . .

is, once more, almost at hand. Because of it, for all of us, our world is momentarily a happier place. Smiles are brighter, a handclasp more meaningful, the piping voice of a child raised in Christmas carol that much sweeter.

There are, for some, moments of doubt. As in the eyes of the young man on our cover, who is on the verge of "There ain't no Santa Claus" . . . but who will go along with the tale this one more year, on the off-chance that the man in the red coat might be real.

Perhaps before the season is over our young man will have caught a glimpse of parents wrapping gifts "from Santa" and he will be sure at last that the old saint ain't. But he will also have caught a glimpse of the Christmas spirit the old fellow represents. And it is that spirit which will pervade . . . and enrich . . . and excite him throughout the holiday. As it does us all.

The excitement, unfortunately, is what begets moments of worry during the holiday for parents and teachers. For experience has taught them that the happiest season of the year may also prove the most hazardous . . . that overstimulated or holiday-tired young people seem more likely to take the mis-step that ends in tears or tragedy. But not so much, perhaps, if safety has been taught consistently, and if the school weeks before Christmas are as filled with seasonal reminders as they are with special events.

You'd like help with seasonal safety? You'll find it in our monthly lesson units, prepared and produced precisely for your use in the days immediately ahead, intended to help you teach safety at home throughout the holidays.

Also in this issue you'll find other features of seasonal assistance. "Snow Fun," for example, describes how parents and teachers in one city worked out a winter-time problem. "Shoot For Safety," our forum-in-print, presents ways to promote safety on the gym floor during the current basketball season. "People and Projects" outlines activities for your student safety organization during this or any month. And a data sheet on educating school bus passengers on their responsibility toward their own safety brings you help on a problem that besets school teachers and administrators during not one but all seasons of the school year.

There will be more such material in the months ahead, all of it intended to help you insure the children in your charge of a safe and happy new year. For now, and most importantly, we send you our warm wishes for a happy holiday of your own . . . one that is prelude to 365 safe, secure and happy days ahead.

Alice M. Robison

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Contents of SAFETY EDUCATION
are regularly listed in "Education
Index."

S A F E T Y

Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

Volume XXXIV No. 4 Section One

Alice M. Robison, Editor

H. W. Champlin, Advertising Manager

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These spoke . . .



Ned H. Dearborn,
President, NSC



Norman Key, Secy., National
Comm. on Saf. Ed., NEA.



Dr. H. T. Heald, chancellor,
New York University



These listened . . . and participated too . . .

IT IS CLEAR that safety educators need to concentrate on the development of a proper state of mind. They need to continue, of course, to supply knowledge and teach the skill to use it, but mostly they need to emphasize constructive attitudes toward safety.

"In a world in which hazards form a normal part of daily living, we cannot expect man to drop everything and go hide. We can teach him to do what he is doing safely, and attitude

is the key."

It was Dr. Henry T. Heald, chancellor of New York University, speaking. The date was Monday, October 18, and Dr. Heald was delivering the principal address before thousands of delegates who had assembled in the grand ballroom of the Conrad Hilton Hotel, Chicago, for the Annual Meeting which opened the 42nd National Safety Congress.

Dr. Heald, former Vice-President for Schools



*Dr. L. B. Fisher, Vice-president,
Schools and Colleges, NSC*



*J. M. Kaplan, Secy-Mgr., Greater Los Angeles Chapter, NSC
(speaking) and J. S. Baker, Dir. of Research, Northwestern
University Traffic Institute.*

The Congress: Post-graduate In School Safety



*These worked: The School and College Conference on Sunday,
October 17, hears Dr. Herbert J. Sack give a report on the
work now in progress at the Center for Safety Education.*

and Colleges of the National Safety Council, added:

"There should be instruction in safety in every school, not only for school-boy and school-bus patrols but for all the children." . . .

Impressive to all 12,000 delegates to the Congress, Dr. Heald's remarks held even greater meaning for some 500 men and women in that audience. These were the delegates to the Congress from schools, colleges and state depart-

ments of education across the country. Later that day these men and women returned to the Morrison Hotel, across Chicago's Loop. There, from Monday through Thursday, they explored ways to make real the same nationwide school safety education which Dr. Heald had spoken for.

School and college meetings opened, for example, with a report to delegates on a survey recently completed to determine needs and wants of safety educators today. Participating in the report were Lowell B. Fisher, state chairman, North Central Association of Colleges and Secondary Schools, University of Illinois, who is Vice-President for Schools and Colleges, NSC; Leslie Silvernale, coordinator, driver education, Continuing Education Service, Michigan State College; and Wayne P. Hughes, Director, School and College Division, NSC.

Later the delegates split into seven special

For service to safety . . .



Dr. Stack, outgoing chairman, School and College Conference, receives a plaque from Dr. Fisher . . .

. . . and Dr. Fisher receives one from Dr. Wayne P. Hughes.



Dr. Harold Jack bestows two: above to Leslie Silvernale, outgoing general chairman, Driver Education Section; and at right to Lonnie Gilliland, outgoing general chairman, Safety Education Supervisors Section.



interest groups, each group discussing a special topic during three following meetings on Tuesday and Wednesday. Midpoint, on Tuesday afternoon, they came together to hear a representative from each group answer the searching questions of a panel of experts. Questions of the panel were intended to re-focus attention of each group on problems important to that area, helping the members to analyze how far their deliberations had proceeded to that point.

The deliberations of each special interest group will be published in Transactions for 1954. So also . . . as with all matters transpiring at the Congress . . . Transactions will record the Wednesday afternoon report of J. Stannard Baker, director of research, Northwestern University Traffic Institute.

Speaking to a joint audience of school and traffic delegates, Mr. Baker reported the points of agreement and difference between the members of his special interest group on the subject of "To and From School—protection vs. education." He was followed to the speaker's stand by Joseph M. Kaplan, Secy-Manager, Greater Los Angeles Chapter of the National Safety Council, who made a resounding plea for "pulling together for safety" in the community.

Wednesday night at the Conrad Hilton, at the Congress banquet, delegates heard Crawford H. Greenwalt, President of E. I. du Pont de Nemours & Co., Inc., speak. Thursday a small group of School and College delegates rose early, caught an early morning train to



Monday afternoon delegates gather round the tea table at the annual School and College reception, renew acquaintances with old friends, chat with new ones. At right: May Hazard, H. Duke Elkow, Mrs. Mildred Gnav, Mrs. Eliza Callas, Missouri's Hubert Wheeler discuss safety, while an unidentified guest listens.



Dr. Wayne Hughes spoke over WBEZ just before Congress week, invited Chicago school people and students to participate.





"And what do you do to increase school playground safety?" asks Cecil Zaun, Sup. of Safety, Los Angeles, of those who gathered around the table at a Monday evening "consultation session."

Highland Park, Illinois. With three days of sessions (plus two evenings spent in consultation on local problems) behind them, they were ready to see safety in action.

Met at the train by Stanley McKee, principal of the Highland Park Lincoln Elementary School, these men and women spent the next six hours watching patrols in action, witnessing a surprise fire drill, visiting playgrounds, classrooms, and shops for small folk, seeing a regularly scheduled school assembly on bicycle safety. They returned to the city late in the afternoon, impressed with the way the safety spirit can permeate a school when the principal, teaching staff, PTA and students all coordinate their efforts and activities for safe

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Between special interest group meetings as above and below there was a . . .



"Where are we going?" session chairmanned by Thelma Reed of Kansas City and questioned by experts . . .



Thursday was devoted to special safety areas. Far left: Zaun and Burt Johnson at the driver ed session. Immediate left: Robert Reese and Edith Ramsay at the joint AVA-NSC session. Left below: safety on the campus, with a panel of experts from MIT, Purdue, Illinois, and the U. of Cal.

Meanwhile this group witnessed safety in action at suburban Lincoln School. Principal (and host) Stan McKee is on left below and in the foreground of the playground scene.



Turn "No Trespassing" Into Knowledge



Forbidden territory became a helpful safety education experience for one first grade group when a knowledgeable teacher turned an unfortunate incident into an excursion for everyone.

by *Wanda Robertson*
Department of Elementary Education
University of Utah

MONDAY morning was usually an especially interesting time in Miss Brown's first grade room. This was the time when the children shared with each other all the exciting things that had happened to them over the weekend. Experiences such as visiting an uncle's farm, seeing a funny movie, going on a family picnic, finding a mysterious cocoon, or buying a new dress . . . all these were items of interest to tell their classmates and teacher. Sometimes stories were written about them; sometimes these stories were even included in the diary.

But this particular Monday morning was different! The usual weekend happenings seemed relatively insignificant as the news spread that John and Ted had been seen in the newly dug basement of the new church on Saturday afternoon. This was doubly significant since the excavation had been declared forbidden territory to the school children across the street. On several occasions the teacher had explained the many reasons why it was dangerous for her boys and girls to go into the basement after the workmen had left.

But teacher warnings, classroom rules, habits of obedience and even a high board fence covered with "no trespassing" signs had not been sufficiently convincing to keep John and Ted away from such a danger spot. The peepholes in the fence had only whetted their curiosity and the warnings were promptly forgotten when they located a small hole through which they might squeeze.

Moreover, John and Ted had . . . somehow . . . come through the adventure unscathed . . . and showed none of the usual signs of remorse upon being discovered. Instead, they described in detail and with great satisfaction what they had seen. Worse still for the teacher, the culprits of ten minutes earlier suddenly became heroes in the eyes of the other children!

It did not take long for all the children to clamber for permission to go too. "Couldn't the teacher make the necessary arrangements for such a visit?" they wanted to know. Someone was sure the foreman would not refuse if the group went as a whole and the teacher accompanied them.

The teacher knew full well that a siege of unwelcome, stealthy and hazardous visits to the church site would follow unless something constructive were done immediately. Moreover, she sensed the values of such a group visit. So she asked the class what would need to be done if they wished to visit the construction site.

This was a familiar problem. The boys and girls had shared a previous experience as they

watched the house across the street being moved intact to make way for the construction of the new church. Two weeks earlier they had sat together on the grass and marveled at the workmen's skill in transferring the house filled with furniture to a large truck. This had been followed by much experimentation in the class room with levers, jacks, and inclined planes as the children tried to move objects of various kinds and sizes with greater ease. And although the children sought answers from different sources, only the foreman could give them satisfactory answers about where the house was being moved, when it could be moved with greatest safety, what would happen if the truck went uphill or came in contact with electric wires, and so on.

Interest in the building project had been heightened further as the children, with their teacher, had watched the machines at work digging the basement and bringing in all the materials and supplies. Thereafter, the high board fence had limited their observations to "hole peeking" and, insofar as the teacher was concerned, had written finis to the possibilities until John and Ted had found the opening.

What must be done if they wished to visit the construction site? Suggestions came fast as the children thought about the problem. These ideas were listed on the planning chart. Suggestions such as the following were included:

- Get the principal's permission
- Get their parents' permission
- Ask the foreman
- Make arrangements for the trip

Discussion then followed concerning the order in which these permissions should be secured and the best ways of securing them. Since it was a school rule that the principal should be informed about any trip taken from the school, the children decided he should be consulted first. But one child reminded the group that since Dr. Smith was not always in his office it might be well for them to write a letter. They decided further that there would be no need to get notes from their parents until the foreman had given his permission. To do otherwise would be only wasting time, they agreed.

The most ticklish permission to get was the foreman's. Would he let them come, they wondered, especially if he had heard that John and Ted had sneaked into the excavation? There was one point on which they were all agreed and that was that an adult should be a member of the committee which approached him for his permission. Accordingly a committee of four children and the teacher were appointed

to visit him after school that afternoon and to report their findings the following morning.

The permissions were granted without any difficulties. The principal suggested that he would like the children to report what they had seen to him upon their return to school since he too would like to know what was going on at the building site. The foreman's permission carried more definite stipulations—certain safety rules would need to be observed if the group wished to come.

The first of these rules was that one adult should accompany every six children, and the second rule was to the effect that both adults and children would need to stand a certain distance from some of the operations. In all cases, the children were informed, they would be required to follow directions as they were given by the guide.

It was now time to seek parents' permission and invite some of them to accompany the group on its excursion. Many things had to be considered in choosing the parents—which parents were free to go, which ones had gone on previous trips, and the like. Another problem was how to inform the parents about the safety rules without incurring an extra visit to school.

But safety rules were not the only concern of the children. They listed the things they wanted to find out during their visit, and discussed how they might observe to get the most from their trip.

Finally the great day arrived! After three days of careful planning the six small groups of children and parents walked through the unbarred gate. Things were just as John and Ted had reported—fascinating blue-prints, humming power saws, concrete frames on the walls, and lots of interesting workers, each busy at his own task but never too busy to answer the children's questions.

Filled with the fun and enthusiasm of a trip that had yielded many satisfactions, the boys and girls returned to school the following morning eager to share what they had seen and heard. The job of reporting to the principal was taken on with great zest since they had so many things to tell. Summaries of their visit were prepared. Letters to the foreman and the parents who had accompanied them became the next major concern of the class. The closing sentence of Mary's letter to the parent who had been with her group was representative of the feelings of many children when she dictated:

"Gosh, I didn't know you could have so much fun or learn so many things in a hole, did you?" ●

a seasonal suggestion for your PTA . . .



The bulletin board at Willard school, promoting the snow fun campaign described on these pages.

Snow Fun

. . . can often be no fun, especially when a snowball ends in an injury to others. But youngsters still need an outlet for their energies when the world is white. This PTA project proved an answer to an Evanston, Illinois problem . . . and was fun for parents, too!

by Mrs. Walter A. Benson
Publicity Chairman
Willard School PTA
Evanston, Illinois

WE ALL agree that when snow falls children should have fun. But in our town of Evanston, Illinois, hilly spots are not in locations suitable for sledding. That leaves snowballing . . . and there are dangers to snowballing, as we are constantly telling our youngsters.

In other words, with the first snowfall each year parents in our town have faced a recurring problem. But except for desultory attempts here and there to create snow figures on lawns, we hadn't done any constructive thinking about safe fun with snow until last year.

Then the Feb. 8 issue of the "School Outlook" (weekly publication of the Evanston Community Consolidated School District) carried a brief item that brought our problem into sharp focus. It had been necessary, the paper reported, for Willard's principal, Mary Shaw, to speak seriously to the children about a recent outbreak of snowballing. At this point we set out to "do something about it."

Our thinking went this way. "Hadh't we been successful in creating fun as a substitute for fireworks fatalities on the Fourth of July?

Wasn't Halloween fun now for grownups and children, too . . . now that we had parties minus pranks, soap art instead of just soap on store windows and cars, and the like? We should also be able to have fun, rather than frightening incidents, during periods of snow."

Willard School has a Citizenship Council organized "to unite children, teachers, custodians and parents in common understandings and to make us watchful for more possible ways of improving life in our school, on our playground, in our community, home, city, state, nation and the world." The Council's board of directors includes a boy and girl representative from each room, a teacher representative for both primary and elementary grades, the school principal, the PTA president and vice president, the PTA parent education chairman, and other appointed parent representatives. We took our poser there, as well as to a general school assembly.

Discussion by the students and the Citizenship Council ended with "snow targets" as the answer. All the young people were enthusiastic. What was needed now was parent cooperation. So the PTA president, her various chairmen, parent and teacher representatives on the Citizenship Council, and the school principal put their heads together on how best to gain the needed parent help. It was Mary Shaw, our principal, who suggested: "Let's write a letter to our parents and tell them the whole story." When I did the project was officially underway.

In part my letter read: "For a long time we have wished for some targets and games that would be 'fun with snow.' Children's energies could then be directed into interesting and safe activities instead of just snowballing—aimlessly or with harmful effect. We cannot wait until snow falls to make anything substantial or worthwhile. Now is the time to get to work on targets and games in readiness for the need.

"We propose that dads and their sons, or daughters, a neighborhood group, Cub Scout Den or Girl Scout group, or any interested individual, create targets or games to be displayed and judged at the March 8 PTA meeting. Just a few boundaries limit the scope of imagination and initiative:

"1. Do not feature people, vehicles of any kind, animals, houses, anything that we ask children not to use as snowballing targets.

"2. Entries must be substantially constructed and of a size that will permit of storage at Willard School for use in following years."

In the next few weeks publicity on school bulletin boards and in the "Outlook" and the



The grand prize target with its makers, Mr. and Mrs. Henry Vickerman (on right). Mr. and Mrs. J. B. Callicotte are on left.



Mrs. Mary Shaw, Willard's principal, presents third (and "most musical") award to Mrs. Roy A. Lord, while PTA president Mrs. D. S. Frey (white hat) and Mrs. Henry T. DuBreuil look on.



The results of the effort: a wintry day in March when snow on the school playground plus the new targets meant safe fun for the school youngsters.

Evanston Review kept interest high and growing. Meanwhile, our PTA program chairman visited all classrooms to discover from the children whether or not parents had started work on their targets. Then a follow-up flyer from one dad to all the rest reminded them that time was growing short and that each one should get busy for "the window you save may be your own." There was even a radio announcement.

Result of all the publicity and effort was evident at the March 8 meeting, exactly 30 days after the first outbreak of snowballing had been

Continued on page 38, column 2



Question:

What do you do (or recommend to players) in advance of and during the basketball season to eliminate or reduce the number of accidents to players?

We asked this question of five persons in the know . . . those who coach or have responsibility for high school, college and professional basketball players now on hardwood floors of the nation. Here are their answers for comparison with your own.

"SHOOT" FOR SAFETY

ABE SAPERSTEIN
*Owner and Coach
Harlem Globetrotters*



As owner and coach of the world-famous Harlem Globetrotters sepiia basketball team since its inception 28 years ago, I know full well the value of safeguarding against injuries in the fast-moving cage sport.

Hard-charging basketball players are vulnerable to injuries, particularly to the hands, legs and feet. Fortunately, the Harlem Globetrotters have been fairly free of accidents of this type down through the years. This can be attributed to the fact that everyone in the organization, from the owner to the newest rookie, is highly cognizant of the need for safety.

The loss of a highly-publicized athlete for any length of time works a hardship on the youth (whose playing career has not too many years at best), on his team, and on the fans who may have paid their way in hoping to see this particular Globetrotter performer in action. From the day a player joins us, we instill in his mind the need for safety measures against accidents.

To prevent injuries to hands, we spend hours in our early drills teaching players to catch a basketball in the palm of the hand, causing the fingers to instinctively close around the ball. Besides preventing fumbling, this tends to lessen the chances of injury to the fingers.

As a preventive to injuries to the legs (and to the particularly susceptible part of the body, the ankles) our players are taught to wrap each ankle carefully with a specially prepared wrap before a game or scrimmage practice session. This keeps the ankles firm, reduces the chances of their being turned over or sprained when a player steps on another's foot or lands badly after a jump.

In my opinion ankle wráps are as important as knee guards, which serve to protect the very tender glands and bones of the kneecap. And speaking of knee guards, I am astounded at the tendency of many college and high school players to forego these valuable protectors. This is something a player may long regret. If injured, he is apt to have his playing career cut short and he runs the risk of having an injured knee plague him for many years, even after he is through with the sport.

Leaving off knee guards is something a coach should not condone. They weigh only a few ounces and take no time at all to don. I insist that all the Harlem Globetrotters wear them at all times when in action in games or hard practice and have been well repaid by the few knee injuries we have incurred●

HARRY COMBES
Basketball Coach
University of Illinois



First of all, we recommend a lot of pre-season running, and conditioning of the feet in particular. If a boy lives near an area where a sand beach is available, we encourage a lot of running in the sand. We feel that this is an excellent means of getting the feet in condition before regular practice starts.

Next we try to make sure that all boys are equipped with basketball shoes that not only have good grip but have strong ankle and arch supports.

Once our scheduled practice gets under way, we enforce these safety measures:

- ▶ Be sure goal supports are well padded
- ▶ Keep all unused basketballs in a rack
- ▶ Keep all benches and chairs away from the practice area (most of these jobs are taken care of by student managers)
- ▶ Keep all water off the floor at all times

DONALD T. MCDONALD
Basketball Coach
Washington Union High School
Fresno, California



Basketball, by rule, is said to be a non-contact sport. If you happen to be a fan, player, coach or game official, you will soon note that the term "non-contact" seems to have taken on new meaning. The nature of the game demands fast thinking and quick movements of each player.

It has been found that those players on our teams who are in the best physical condition and who execute proper movements (such as catching the ball, turning, and cutting) have had the least number of accidents.

I recommend the following in advance of season:

- ▶ Pre-season conditioning. We have found that some of our most successful seasons are the result of pre-season running on the track in order to get the legs, ankles and

- ▶ Keep all non-participants away from the practice area
- ▶ Maintain a steady temperature in the gym
- ▶ Furnish individual drinking cups for sanitation (we have a drinking faucet and receptacle for individual cups behind the goal supports at each end of the gym)
- ▶ Furnish warm-up clothing for perspiring athletes (be sure that all unused clothing is kept off the floor at all times)
- ▶ Recommend either contact lens or heavy lens for boys who must wear glasses and, in the case of regular glasses, be sure they are either taped on or held in place by an elastic band

These are some of the things we do to reduce the possibility of accidents while our basketball practice is in session●

feet in condition.

- ▶ Cutting squad size to 15 after two weeks' practice. This will enable you to teach skills and give coordination drills to those who will represent your school.
- ▶ Cutting down length of practice to an hour-and-a-half. This will eliminate the possibility of players being worn down physically, at which time injuries happen more frequently.
- ▶ Keeping area clean of bleachers, stands, and other objects. Also, damp mop the floor before each practice and game to allow for better traction.
- ▶ Always having practice supervised. Coaches should be present.
- ▶ Giving pre-practice and pre-game warm-ups which should include calisthenics●

ABBIE RUTLEDGE
*Professor of Physical Education
Dept. of Phys. Ed. for Women
Purdue University*

I would always place highest on my list of safety devices for prevention of accidents during the basketball season the careful and complete conditioning of players. I am a very strong believer in a gradual, thorough, and finally strenuous program of conditioning for those who participate in competitive sports. This program, I believe, should begin early enough to allow for a gradual increase of strength and endurance to a peak which, when once reached, is easier to maintain.

The conditioning program should be pref-

DONALD A. GREEN
*Basketball Coach
Cedar Falls High School
Cedar Falls, Iowa*

No Cedar Falls boy is allowed to report to the opening practices of basketball without presenting to the coach the written evidence of a complete physical and dental checkup by the family physician and dentist. In addition, a team physician is in attendance at every scheduled contest to provide immediate attention should the occasion arise.

With organic vigor established by a reputable doctor, we can work to perfect the physical condition of the athlete. Strict adherence to basic training rules is the foundation of the program. We have found that accidents occur most frequently in sports when the participant is in a partial state of fatigue . . . which, in many cases, is the result of his physical condition at the time.

During practice sessions, from the moment the player arrives in the dressing room until he leaves at the end of the practice, no horseplay is permitted. From the shower room to the court itself this rule is enforced; we feel that it has been a major factor in our accident-free seasons. By demanding clean play during the game itself, we have found opposing players reciprocating in kind . . . which is certainly a



factor, naturally, by a thorough physical examination.

I recommend following the physical examination and general conditioning program with as many practice periods in actual games as it is possible to schedule. In general, after the basketball games have begun, it is my belief that adequate space with no dangerous obstructions and good equipment (such as shoes that really support the feet) can do much to reduce the number of accidents to players during basketball season.



factor in the safety of the player.

Our physical plant is new and the administration put into actuality every safety feature suggested by the coaching and physical education staff. This close cooperation resulted in folding bleachers all the way around, with end bleachers never being used except in emergencies. All wall and floor accessories are recessed, presenting a flat surface to participants instead of dangerous protuberances. The storage rooms are "built-in" designed, readily available to the floor. Hence, no loose equipment not in immediate use can be found on the floor. Racks have been provided to get the basketballs up off the floor when they are not in use during a practice, to eliminate another possible hazard.

With better-than-adequate lighting, an out-of-bounds line well away from the extended bleachers, no waxed playing surfaces, and a maintenance crew that sweeps the floor clear of the day's accumulation of dust before each practice session and in between halves of the game itself, we feel that we have at least minimized the chance of accidents to our players and left them free to do what they started out to do . . . play basketball.



School boys and girls line up at the end of the school day, prepare to board the bus for home. A bus patrol is ready to help them but they have responsibility for their own safety too, can be educated to carry it out.

school bus safety

Educating Pupil Passengers

Bus Safety: Whose is the responsibility?

1. The safety of pupils transported to school in vehicles owned or contracted for by boards of education is a responsibility shared alike by pupil passengers of all buses, classroom teachers of these pupils, school bus drivers, school administrators in charge of pupil transportation, parents, and the motoring public using the same highways traversed by vehicles in school service.

2. This data sheet deals primarily with the pupil passenger—with his responsibility for his

own safety and his responsibility for the safety of his associates, either as a school bus patrol or simply in his capacity as an individual rider. The data sheet is limited to basic information recommended for inclusion in the safety instructional program of school bus passengers.

3. It is recognized that this presentation is not all-inclusive. It deals primarily, for example, with school buses operating in rural areas. Additional items may be needed to make the instructional program sufficiently detailed to meet the needs of particular loads of school bus passengers. (But local school administrators and teachers will know best what these additional items of instruction for pupil passengers should be.)



NATIONAL SAFETY COUNCIL

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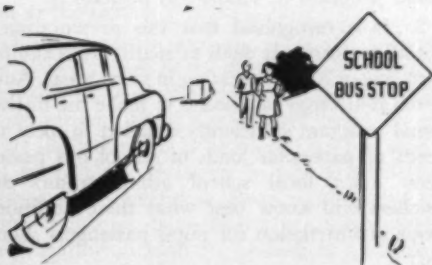
Obedience to the driver and patrol

4. The driver is responsible for the safety of the passengers in his bus as well as for the safe operation of his vehicle. He is in full charge at all times. The first responsibility of his passengers, therefore, is to obey the directions of the driver promptly and willingly. Where school bus patrols have been organized, each rider must be equally prompt in his observance of the directions of patrols.

Arriving at bus stops

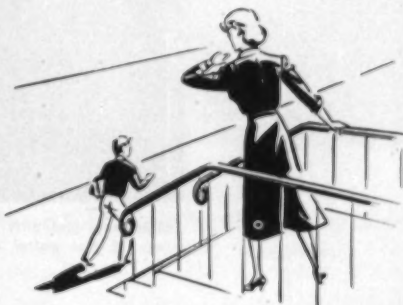
5. In approaching school bus stops, all pupils should walk on the left side of the road facing approaching traffic. Walking on the left is an established safety practice because it permits pedestrians to see oncoming traffic. Where width and condition of roadway shoulders permit, it is desirable for pupils to walk to the extreme left of the traveled portion of the highway. If this is impossible (because the shoulder is narrow, or wet and slippery, for example) pedestrians should walk single file or not more than two abreast. Under no circumstances should a group of pupil pedestrians spread out across a major portion of the highway.

6. Pupils should leave their homes sufficiently early to permit them to reach the school



bus loading locations by the time the bus is scheduled to arrive. They should be able to reach the designated location without undue haste. (Hurried individuals may be so preoccupied with attempting to reach their destinations as nearly on time as possible that they may become careless of hazards encountered along the way.)

7. It appears to be equally true, however, that pupils reaching the school bus loading zone a considerable time in advance of the arrival of the bus may spend this interval playing in the roadway, thus creating a traffic hazard. The hour at which each pupil leaves his home should be determined by consultation between school administrators or teachers, and parents and children. There should be mutual agreement on when the bus will reach the specific loading position. Then sufficient time should be allowed to permit each pupil to cover the distance between that position and his home without either haste or loitering.



8. In general, the foregoing general suggestions on safe walking also should be followed by pupils who have alighted from school buses and are walking away from them toward their homes.

Boarding the bus

9. When the bus arrives at the loading zone, pupils should board it without delay, also without crowding or pushing. Younger children should load first.

10. Upon boarding buses, pupils should take seats promptly, remain seated throughout the journey and until the bus has reached its destination and come to a complete stop.

11. Many drivers assign a seat to each pupil. If this has been done, each pupil takes the seat assigned to him.

Crossing the highway

12. Pupils required to cross highways enroute to or from school bus loading locations probably face the greatest single hazard confronting school bus passengers. The danger of such crossings is indicated by the fact that approximately 70 per cent of the school bus passenger fatalities reported by 30 states in 1953 were to "pupils struck crossing road to board or after alighting from school buses." (There were 13 fatalities to pupils in all types of school bus accidents in the 30 reporting states in 1953; 9 of these pupils were killed while crossing highways. In addition, 96 pupils suffered non-fatal injuries in this type of accident.)

13. Obviously instruction in the safe way to make necessary highway crossings merits emphasis. In the majority of communities, pupils alighting from school buses are directed to step around in front of the stopped vehicle and remain standing in front of it until the driver signals that it is safe to cross the highway. Pupils should be directed to walk . . . not run . . . directly across the highway on signal.

14. However, everyone having a part in the training of school bus passengers to so cross highways should also emphasize that *this procedure is unique to travel on school buses*. In no other traffic situation involving buses and their passengers is it considered desirable by enforcement officers and safety experts for passengers to cross in front of the vehicle from which they have alighted.

15. Effective instruction of pupil passengers in safe ways to cross highways will have at least the following characteristics:

- a. *The instruction will be uniform in basic essentials*, whether the instruction is given by a bus driver, teacher, parent or highway patrolman. It is possible, perhaps even likely, that lack of uniformity will endanger pupils by confusing them.
- b. *The instruction will emphasize self-reliance*. For example: though pupils are required to observe the instruction of the driver on when to cross the highway, they should also watch for oncoming traffic, observe whether or not approaching cars are coming to a stop, and the like, themselves. Nearly all states have laws requiring motorists to stop for school buses taking on or discharging passengers. Experience has shown, how-



ever, that it is unwise to teach pupils to assume that all motorists know the law and will observe it.

- c. *The instruction will be repeated as often during the school year as observation of pupil conduct shows necessary*. The type of instruction will vary. Certainly it will not be limited to "telling" pupils what to do. Instead it will consist, very likely, of demonstrations; visits by teachers, drivers and pupils to school bus loading zones; check of pupil passenger and motorists' conduct at school loading areas; and other measures.
- d. *The instruction will deal with definite needs at specific locations*. For example, instruction of pupils required to cross a multiple-lane highway will be quite different from instruction of pupils crossing two-lane highways. School transportation, enforcement and other traffic authorities do not appear to have reached a consensus on a preferred procedure to be followed by pupils crossing a multiple lane highway or on procedures for school bus patrols confronted with such complex highway conditions.

Admittedly the situation of pupils required to cross multiple-lane highways is a difficult one. Some of these highways have center parkways; others do not. The laws of some states require full stops by all motorists approaching school buses stopped to take on or discharge passengers . . . irrespective of the number of lanes of traffic on the entire highway . . . and irrespective of the existence of a definite center parkway. In other states, however, full stops are not required of motorists traveling in the opposite direction of the school bus if the multiple-lane highway is bi-

sected by a center or medial strip. In still other states, the center parkway must be of a specified width, such as 20 feet. Observation has shown that motorists traveling in the opposite direction from the school bus on a multiple-lane highway, particularly one with a center parkway, irrespective of its width, may not stop even though required by law to do so.

In some school administrative units school bus patrols conduct passengers to the center parkway. In others they are not permitted to do so. Until some standardized procedure has been developed, it is essential that school administrators and teachers concerned with school transportation, and school bus drivers and passengers in each school unit confronted with this problem, *work out together a procedure that is made familiar to everyone concerned, including parents.*

In the development of this procedure, the aid of local highway enforcement officers should be sought.



School bus patrols

16. In many school administrative units school bus patrols have been found helpful. They can render many services to the driver and to their fellow students. Selection of patrols involves several factors.

- a. Ordinarily two pupils are selected to serve as patrols for each school bus load.
- b. Whenever possible pupils living near the end of the school bus route should be selected so that they may be in the bus for the longest possible time while the vehicle actually is transporting pupils.

- c. Thought should be given also the attendance records of pupils considered for patrol positions. Pupils with good attendance records contribute to the smooth and continuous operation of the patrol function since substitutes for them are required at only infrequent intervals.

17. Teacher-sponsors of school bus patrols have contributed to safer and more comfortable school transportation by conducting meetings of groups of pupil passengers and their drivers to discuss many aspects of school bus operations. Perhaps the major function of the teacher-sponsor is to give school bus passengers, school bus patrols, and drivers the security that results from knowing that there is a specific, sympathetic faculty member from whom they can seek information.



18. Efficient functioning of school bus patrols is also materially aided by the observance of basic principles which apply to patrol service of all types. A comprehensive statement of these principles is found in *The Expanding Role of School Safety Patrols*, a 1953 publication of the National Commission on Safety Education of the National Education Association. This statement says:

"The scope and limitation of the duties, responsibilities, and privileges of all patrol members should be clearly defined and widely understood by everyone in the school-community. It is most important that the patrol members themselves understand thoroughly their own role as leaders in the school-community. This leadership role is best fulfilled by the boy or girl who exemplifies such practices as these:

- ... knows and attends to the duties of his post;
- ... maintains an attitude of cheerfulness while on duty;

- ... genuinely tries to help others;
- ... shows a willingness to serve as a member of the patrol team;
- ... displays confidence and self-reliance in carrying out his duties;
- ... adheres to safe practices at all times, whether on or off duty;
- ... shows respect for his fellow pupils and for school personnel, and
- ... enjoys serving as a patrol member."

19. The specific functions of school bus patrols vary with conditions. Some of the determining factors in assignment of specific duties will be:

- a. the size of the vehicle and the number of passengers carried (obviously patrols serving on buses carrying standees will have a different, and perhaps more difficult, task than those on vehicles in which every passenger has a seat)
- b. the wishes and attitude of the driver
- c. the attitudes and conduct of the passengers
- d. the overall traffic situation at school bus loading zones.

20. Some of the common duties assigned patrols are:

- a. The supervision of loading in a safe and orderly manner. One patrol may remain outside of the bus, to maintain order; perhaps, if the group is large, to form pupils into a single line to facilitate rapid loading. A second patrol may enter the bus in advance of the pupils and supervise their seating and, if necessary, the correct storage of books and other materials.



- b. Aiding the driver in checking to determine if all pupils are aboard before the bus leaves the school ground or highway loading zone.
- c. Aiding the driver in maintaining order while the bus is enroute. This may involve reminding pupil passengers:
 - 1. to remain seated while the bus is in motion but to alight promptly after the vehicle has come to a complete stop.
 - 2. to refrain from unnecessarily loud or boisterous communication while enroute.
 - 3. to refrain from communicating with the driver while he is driving, except in emergencies.
 - 4. to keep all parts of bodies within the vehicle while enroute.
 - 5. patrols will also discourage any attempts by passengers to tamper with the emergency door during normal travel conditions.
- d. Aiding the driver to safeguard pupils required to cross highways after alighting from a school bus or to board one. (See sections 13, 14, and 15.) A patrol may perform this function by alighting from the vehicle in advance of passengers about to cross the highway. He then accompanies those passengers to the front of the bus and reminds them not to cross the highway until the driver, from his relatively far-seeing vantage point in the bus, indicates that a safe crossing is possible. (In at least one state, however, state department of education regulations state that "the responsibility of directing the passengers across the highway in front of the bus rests with the safety patrol and not the driver.")
- e. Aiding pupils to use the emergency door when conditions make such use necessary, and during emergency exit drills.
- f. Promptly following any special instructions from drivers made necessary by emergency conditions.

Always, the passenger responsibility

21. Whether or not school bus patrols have been appointed, the above suggestions for pas-

sengers should be observed. Each school bus passenger must be given opportunities to acquire all information and attitudes necessary to his understanding of the importance of his own conduct as an essential factor in safe school transportation.

22. To the basic information items discussed in previous paragraphs, it will be necessary for teachers, drivers and parents to add specific items meeting the needs of specific groups of students. This point, made earlier, is restated to emphasize its importance and to indicate, again, that this treatment of safety education of school bus passengers should not be accepted by those responsible for their safety as all that may be necessary in the instructional program. Additional assistance in the development of a more complete program may be secured from the publications listed below.

Information sources

Further information is available from:

Annual and Periodic Releases, School Transportation Committee, National Safety Council. Chicago, 11, Illinois: the Council, 425 North Michigan Avenue.

CHECKLIST ON SAFETY AND SAFETY EDUCATION IN YOUR SCHOOL, National Commission on Safety Education of the National Education Association. 48 pp. Illustrated. Washington 6, D. C.: the Association, 1201 Sixteenth Street Northwest. 1953. Section XIII, pp. 28-29.

Handbooks and manuals from State Departments of Education.

LET'S BE SAFE PASSENGERS, National Commission on Safety Education of the National Education Association. Poster. Washington 6, D. C.: the Association, 1201 Sixteenth Street Northwest.

Safety Education Data Sheet No. 13, PASSENGER SAFETY IN PUBLIC CARRIERS, National Safety Council. 4 pp. Illustrated. Chicago 11, Illinois: the Council, 425 North Michigan Avenue.

PUPIL TRANSPORTATION, Yearbook of the Department of Rural Education of the National Education Association. 190 pp. Illustrated. Washington, D. C.: the Association, 1201 Sixteenth Street Northwest. 1953.

Pupil patrol, 11, 53, 97, 111, 125, 130, 135, 139

Pupil patrol, duties of, 131, 132

Pupil patrol, selection of, 132

PUPIL TRANSPORTATION PACKET, National Safety Council. Chicago 11, Illinois: 425 North Michigan Avenue.

Safety Education Data Sheet No. 51, SAFETY IN PUPIL EXCURSIONS, National Safety Council. 4 pp. Illustrated. Chicago 11, Illinois: the Council, 425 North Michigan Avenue.

SCHOOL BUS PATROLS: STUDENT PARTICIPATION IN THE OPERATION OF SCHOOL BUSES, American Automobile Association. 6 pp. Illustrated. Washington, D. C.: the Association, 1712 G. Street Northwest. 1942.

STANDARD RULES FOR THE OPERATION OF SCHOOL SAFETY PATROLS, American Automobile Association and National Safety Council. 16 pp. Illustrated. Washington 6, D. C.: the Association, 1712 G. Street Northwest; Chicago 11, Illinois: the Council, 425 North Michigan Avenue. 1948.

THE EXPANDING ROLE OF SCHOOL SAFETY PATROLS, National Commission on Safety Education of the National Education Association. 36 pp. Illustrated. Washington, D. C.: the Association, 1201 Sixteenth Street Northwest. 1953. pp. 20-21.

Other Safety Education Data Sheets available are:

- | | | |
|--|---|---|
| (1) Bicycles | (23) Laboratory Glassware | (44) Hook and Line Fishing |
| (2) Matches | (24) Places of Public Assembly | (45) Summer Jobs—Farm |
| (3) Firearms, Rev. | (25) Fireworks and Blasting Caps | (46) Safety in the Wood Shop |
| (4) Toys and Play Equipment | (26) Domestic Animals | (47) School Fires |
| (5) Falls | (27) Swimming | (48) Unauthorized Play Spaces |
| (6) Cutting Implements | (28) Small Craft | (49) Bathroom Hazards |
| (7) Lifting, Carrying and Lowering | (29) Play Areas | (50) Safety in the General Metals Shop |
| (8) Poisonous Plants | (30) Winter Driving | (51) Safety in Pupil Excursions |
| (9) Electric Equipment | (31) Night Driving | (52) Highway Driving, Rules, Precautions |
| (10) Pedestrian Safety | (32) Winter Sports | (53) Safety in the Machine Shop |
| (11) School Buses | (33) Traffic Control Devices | (54) Summer Jobs: laborers, home yard, service-stations |
| (12) Flammable Liquids in the Home | (34) Safe Conduct in Electrical Storms | (55) Motor Vehicle SPEED |
| (13) Passenger Safety in Public Carriers | (35) Poisonous Reptiles | (56) Welding and Cutting Safety |
| (14) Chemicals | (36) Motor-Driven Cycles | (57) Safety in the Auto Shop |
| (15) Hand Tools | (37) Animals in the Classroom | (58) Winter Walking |
| (16) Nonelectric Household Equipment | (38) Railroad Trespassing | (59) Safety in the High School Chemistry Laboratory |
| (17) Sidewalk Vehicles | (39) Bad Weather: Hazards, Precautions, Results | (60) Safety in the Farm Mechanics Shop |
| (18) Camping | (40) School Parties | (61) Floors in the Home |
| (19) Alcohol and Traffic Accidents | (41) Home Workshops | (62) Hazards of Discarded Iceboxes and Refrigerators |
| (20) Cooking and Illuminating Gas | (42) Horseback Riding | |
| (21) Solid and Liquid Poisons | (43) Hiking and Climbing | |
| (22) Safety in the Gymnasium | | |

Data sheets from SAFETY EDUCATION are available for a small fee from the National Safety Council, 425 N. Michigan Ave., Chicago 11, Ill.

City Manager Ray Fry and members of the Midland High Hi-Y club watch as David Eisenman pastes a "Two Toots" sticker on the rear window of a car. With Fry, left to right, David Barstow, Tad Coalwell, Robert Bennett.



For Safety

Teen-agers do care about safety . . . as is indicated by the program of a student organization in Midland, Michigan. The campaign is described here by . . .

Janet Brines

former publicity chairman
Student Council
Midland Senior High School
Midland, Michigan

T EEN-AGERS do give "two hoots" for safety! At least, teen-agers did in my town of Midland, Michigan, last year. And even though the specific program that made our community conscious of our interest in safety is over, good results continue on our streets and highways.

Just about a year ago our Hi-Y Club (a boys' service group made of sophomores, juniors and seniors at Midland Senior High) decided to sponsor a safety project. For specific ideas they consulted the local Citizens Traffic Safety Committee.

These men told the boys about a campaign

which had been conducted in other states during World War II. Then the campaign had been intended to conserve gasoline and tires. Now, the Committee thought it might be adapted to save lives.

The principle behind the campaign was a simple one. On a lower corner of the back windows of cooperating cars, high school young people would paste a small sticker reading "Two Toots." Thereafter, on the highway, whenever a law-abiding driver would be passed by a speeding motorist, he would give two short toots with the horn to remind the other driver that he was going too fast.

The boys voted unanimously to undertake the project. The Citizens Committee offered to assume the minor expenses involved. Right away the stickers were planned and printed . . . a red arrow on white gummed paper, five inches



This year in Midland . . .

the effort for safety among teen-agers continues. October was safety month in that city, with Midland picked as pilot city for a month-long safety-courtesy drive sponsored by the National Safety Council, the Inter-Industry Highway Safety Committee and the National Committee on Traffic Safety.

Teen-agers lead off this campaign in several ways. . . . The Midland High band was the first musical unit in the kick off parade. The traffic safety queen was a high school lass elected by her fellow students . . . as was her court.

Most important event came near the end of the month, however. On October 23, the first Midland High Youth Traffic Court met for the first time in the municipal court room of city hall, will be in session there every other Saturday morning from now on. Says Janet Brines: "The Youth Traffic Court is a dream come true for the teen-agers of Midland."

long and three inches high, with the words "Two Toots" also in bright red.

Now the Hi-Y's were ready to swing into action. They first introduced the campaign to the student body at a school assembly. The students responded well; most of them picked up stickers on their way out. These students started things rolling by pasting the stickers to the windows of their own cars and those of their families. A series of announcements over the school public address system gave added impetus to the opening of the campaign; other announcements served as reminders during the next few weeks.

Meanwhile the Hi-Y officers, the Citizens Committee, and myself (as publicity chairman of the Student Council) talked about ways to gain more publicity for the campaign. And the six members of the Student Council safety committee pledged their assistance. As a result the Two Toots program soon spread outside the school area.

For example, members of Hi-Y passed out stickers in the school parking lot at noon. But they also passed them out at the municipal parking lot and at two separate business areas on Saturdays. Meanwhile, the safety assembly we'd originally presented to the students was repeated for the Citizens Traffic Safety Committee. Speakers from Hi-Y were called on to explain the campaign to service clubs and rural organizations of Midland. Tad Coalwell, president of Hi-Y, delivered a speech before the Midland County Safety Commission. He asked the adults to join with us in the Two-Toots campaign, stressed the fact that:

"It is time drivers stopped depending on police enforcement alone and began to re-

alize that the way to increase safety and cut down on accidents is to become a self-disciplining group."

From such efforts, as well as from newspaper publicity and from short broadcasts and spot announcements over the local radio station, adults caught our idea. Pretty soon "Two Toots" was not just a student but also a community campaign for street safety.

Not long after, when I attended the first Michigan teen-age driver safety conference as a discussion leader, I described our campaign, suggested to other students in my group that they sponsor programs in their cities. Such a resolution was presented by the group to the general meeting of the conference. Immediately students requested additional facts of me; I brought their names and addresses home to Hi-Y members and information kits were later sent to these students from other communities.

The active period of the Midland campaign has been over for some months. But the results continue and we feel that a great deal has been accomplished by those who were active participants as well as for those who were exposed to the campaign. Particularly, we feel

▶ that we have proved to adults that teen-agers can make an honest effort to improve driving habits and cut down on teen-age accidents, and

▶ that we have proved to ourselves that we can be much better and more careful drivers . . . that all of the accidents teen-agers caused before the campaign could and should have been avoided.

For Midland teen-agers can . . . and do . . . give "two hoots" for safety!●



"Lucky stiff—he's on his free period."

People

Like Projects

The suggestions in this article can put . . . and keep . . . your students at work for their own safety throughout the school year. But they are only suggestions. Discuss them as possible projects with your student leaders and watch them sprout program ideas of their own!

by **Marian Telford**
*Senior Field Representative
 School and College Division
 National Safety Council*

MOST organizations . . . school or otherwise . . . start life well-fired with ideas. In fact, a permanent school safety organization might well derive from a group initially activated to correct some single condition. But unless the organization stays afire . . . unless it keeps active carrying out consecutive and worthwhile projects . . . it may quickly lose the interest of its members and the reason for its existence.

Your student safety organization requires the constant stimulus of new things to do, new projects to put into action, larger programs to call upon the energies of more and more students. Ideas for these projects, ideally, will come from members of the student safety organization. But often the ideas will need to come from without, from the teaching and administrative staff through the teacher-sponsor.

What follows is simply a recital of sample programs and projects your student safety organization can be stimulated to carry out. Some of these projects may have been described briefly previously, in our discussion of committees to be set up. Still more will occur to you and your

students, the ideas stemming from your experience with local safety needs.

SURVEYS: We have already mentioned surveys as basic to setting up the student safety organization. But surveys are also important to any future projects the group undertakes. For no action of any size should be initiated or rules laid down until the facts of a local situation are known.

Lack of facts can be one of the biggest problems faced by your student safety organization. One way to overcome this difficulty is to secure the assistance of some one class to make a survey of local conditions. The safety organization should keep in mind, however, that teachers have certain criteria which a survey must meet if a class is to be allowed to undertake it. Some of these are:

- ▶ pupils should know the purpose of the survey and believe in its importance . . .
- ▶ pupils should help plan the survey . . .
- ▶ planning should be detailed, not haphazard
- ▶ data of the survey should be interpreted by class members under the teacher's guidance . . .
- ▶ the survey should be used as a basis of action or recommendation.

Most surveys deal with problems that are vital to all pupils. Such surveys provide much data which can be used by youths or adults in

improving community conditions. Possible safety surveys are:

- ▶ *Playground facilities of the community.* If there have been fatal accidents resulting from students playing in dangerous areas, an analysis of available playground facilities and their distribution throughout the community should be made. If unsatisfactory conditions are found, the data may be used for a report to the local government.
- ▶ *Fire protection facilities in local amusement centers.* Do local amusement places provide sufficient unlocked exits, fireproof decorations, and fire extinguishers? Are they obeying community fire regulations? Information concerning inadequate protection should be presented to civic authorities providing them with the stimulus for enforcing existing laws and enacting needed new ordinances.
- ▶ *Standard Student Accident Reporting.* An investigation of the local accident reporting system may reveal it to be inadequate. If it is too incomplete to enable the school to plan its safety program intelligently, a recommendation for the adoption of this newer and adequate system should be made to the school administration.
- ▶ *Pupil accidents for the past three years.* The analysis of these accidents should be one of the first undertakings of the student safety organization. The results will help determine the point of attack in the local safety campaign.
- ▶ *Traffic conditions at intersections.* Surveys are particularly in order at school intersections where numerous accidents or near accidents have occurred. In some cities the results of surveys conducted by high school pupils have been used by the city management to change traffic procedures at dangerous intersections.
- ▶ *Pedestrian violations.* If all pedestrian violations are studied, the report may be turned over to the police department or to the local safety council. If only the pedestrian habits of high-school pupils are studied, the student safety organization may use the results to plan a pedestrian education drive for the school.
- ▶ *Home Accident Hazards.* A survey of home accident hazards offers a good basis for the study of safety in the home making course, with the cooperation of the home economics teacher and class. Later the results of the survey can form the basis of a poster

make safety their #5 responsibility, too ...

This is the fifth and last article in a series on how to organize a school safety organization, inspire it to worthwhile action. If you missed the previous articles . . . if you'd like them all for reference . . . or if, as a principal or teacher-adviser to such a group, you resemble the "lucky stiff" portrayed on the preceding page . . . write the School and College Division, National Safety Council, 425 North Michigan Avenue, Chicago 11, and ask for the complete story. All articles have been reprinted and are available to you at very low cost.

campaign on home safety.

- ▶ *Survey of special farm accident hazards.* Chapters of the Future Farmers of America will have members in most rural schools; these students will have a special interest in conducting such a survey and in distributing the results as information to other chapters.

SCHOOL ASSEMBLIES: When special survey groups have learned the facts, deduced the factors behind them, and the student safety organization has made plans for correction of hazards, it is time to take matters to the entire school. At school assemblies the student safety organization may offer ideas to the entire student body quickly, may present an overall safety program. But the facts need not be presented as straight reporting only.

A good assembly program should be well paced, timely, instructive and dramatic. It should use visual aids, demonstrations and exhibits to maintain interest. All speakers should be fluent, should use colorful language and many illustrations. Even with the best speakers, a portion of the assembly should be devoted to singing or to some group activity so that every student may have an active part in the program.

Possible safety assembly programs are:

- ▶ A motion picture on safety. A list giving brief descriptions of content is found in the National Directory of Safety Films published by the National Safety Council. Pictures dealing with safe driving are especially interesting and valuable to high-school students.
- ▶ A talk by the fire chief, the chief of police, or their representatives . . . or a panel of student questioners asking questions of such

a specialist. Either would not be hard to arrange. For example, many police departments, state departments of motor vehicles or local safety councils have officers who travel from school to school giving talks on good driving. A good speaker is essential. No speaker should be used solely because he is wearing a uniform, although that is helpful.

- ▶ A talk by an athletic hero. A hometown boy who has made good on a college team or a well-known professional athlete has general appeal and will have wide influence with his audience when he explains the importance of safety rules in his sport. A talk by a champion swimmer about water safety is an excellent one for an assembly. However, even the athlete must be a good talker if he is to command attention for more than five minutes.
- ▶ A safety play. For high-school students, the safety theme of a skit should not be too obvious. The English Department might write and produce a safety play as a class-time project.

PROGRAMS: Just as the student safety organization can go into the community for help with school assembly programs, so can the school extend the audience for its programs to bring safety information to the public. Many organizations in the community are on the alert for good program features. The student safety organization can increase pride in its school and build interest in safety by providing speakers . . . even entire programs . . . to meet the needs of these groups. Thus students gain speaking experience while adults obtain up-to-date information.

Project for this month

You couldn't pick a better immediate activity for your students (and staff) than participation in S-D Day . . . Safe Driving Day . . . Wednesday, December 15.

Sponsored by the President's Action Committee for Traffic Safety in cooperation with various national organizations, S-D Day challenges every community to remain completely free of accidents for the 24-hour period.

Motorists and pedestrians alike have a part in this project. Contact local safety groups to find out how your school can participate not only as individuals, but as a group.

Varieties of safety programs which may be ready for request are:

- ▶ Speakers on safety topics. Establish a speakers' bureau available to service clubs and women's clubs with student speakers furnished on request. List some safety speeches among the topics available. Interesting community topics are: Home Safety, Teaching Your Child to Be Safe, Pedestrian Safety, Farm Safety, Fire Prevention, Explanation of the School Safety Program. The speech or English department of the school can assist in the preparation of speakers.
- ▶ Pageant showing the safety movement in the local community.
- ▶ Dramatized safety lessons and safety plays.
- ▶ Safety motion pictures. Supply operator and projector, if necessary.
- ▶ Future Farmers of America groups might present special farm safety programs in rural communities.
- ▶ Radio programs. If there is a local radio station, a series of safety plays may be prepared and broadcast. If broadcast is made, the student safety organization should assume the responsibility of building an audience. Perhaps the plays may be presented during school hours, with radios in elementary class rooms tuned in.

EXCURSIONS: Excursions to industrial plants, court, firehouse, and the like offer excellent opportunities for students to witness, at first hand, safe practices in operation. Most of these excursions should be conducted in connection with classroom work but the student safety organization may be helpful to teachers by suggesting trips to special spots, by assisting in arrangements for the trip, by making an advance excursion with the teacher to develop the trip possibilities for the class, then by setting up and duplicating (for distribution to students on the trip) an outline of "What to look for," and the like.

Suggested excursions are:

- ▶ Visit to an industrial plant to see the safety devices used on machinery and the safety program in operation. Suggest to students from school shops that they compare the industry safety program with their shop safety program.
- ▶ A visit to a traffic court. This trip would be valuable for a social studies class, for a pre-law club, and particularly, for a driver education group.

- ▶ Visit by a specially delegated group of students to the scene of an accident, with a later report on the causes and possible preventive measures. This is another good activity for a class in driver training.
- ▶ Visit to a firehouse to examine the fire-fighting equipment. A science club or class would find this interesting and profitable. The trip would be particularly worthwhile for leaders of the fire prevention campaign, and especially helpful to their work if made just before fire prevention week or month.
- ▶ Visit to an amusement center to look for special exits and other precautions against accident or special hazards. Students should be alerted to discover how much the life of the individual (during moments of peril in a public place) depends upon his proper understanding and use of the devices built in for his safety,

EXHIBITS: One of the most effective ways of presenting safety ideas to the entire school body (as to the community) is through exhibits. To make exhibits as effective as possible, careful attention should be given to arrangement, ways to appeal to interest, and use of original ideas. Specific devices that may prove valuable are:

- ▶ Presenting bulletin board displays of safety measures, accident hazards or unsafe practices. Displays should be designed to move the observer to action.
- ▶ Maintaining a traffic accident "spot" map of the community in the main hall of the school, using colored pins to show types of accidents.
- ▶ Showing safety graphs contrasting national and local accident trends.
- ▶ Developing a home safety display in the home economics laboratory.
- ▶ Placing pictures of safe shop procedures on the bulletin board in the school shop.
- ▶ Developing farm safety displays to be exhibited at school and in windows of local business concerns. Students of vocational agriculture departments of rural schools are logical committee members for such projects.

In working up exhibits two types of students (other than those taking art courses) can be of special help. These are the "shutter bugs" and the collectors . . . those who like to take pictures and those who make a hobby of gathering interesting items. Students with cameras, for example, can:

- ▶ Take pictures to be used on the bulletin board (and later of the boards).
- ▶ Develop a series of safety slides for use in the classroom.
- ▶ Do photographic work for a strip film on campus safety.
- ▶ Take "before and after" shots of hazards and corrective action. Such pictures can show many types of hazards—school, home, farm, playground, or street areas where hazards need correction.

Collectors might be stimulated to gather (for an annual exhibit or for use on monthly bulletin boards) such items as:

- ▶ Newspaper stories of accidents. (The material, after immediate exhibit, could be filed in the library as a source of safety study.)
- ▶ Accident pictures. These could be classified and filed by type of accident . . . whether traffic, sports, home, farm, or the like.
- ▶ Types of materials and fixtures used in making electric equipment safe.
- ▶ Bicycle regulations from various communities.
- ▶ Pictures of safety features for the home.
- ▶ Advertisements stressing the safety feature of the product advertised.

Additional projects which the student safety organization might sponsor in a school are these:

- ▶ Labeling of all dangerous chemicals in the school laboratory.
- ▶ Formation of a safe driving committee which interviews careless drivers in the student body. Care should be exercised in the selection of this committee and in the way interviews are handled. In some cases it is necessary to advise the parents of the careless driver and to secure their co-operation in correcting the offender. This is a delicate situation and must be handled with tact. (If there is any doubt that students in your school can handle such a project with tact, it is best not to undertake it at all.)
- ▶ Establishment of a school safety fund for the purchase of safety equipment and material.
- ▶ Explanation of safety measures to younger students. High school pupils may serve as volunteers to assist in teaching elementary

Continued on page 39, column 2

DECEMBER
1954

Lower Elementary

Safety LESSON UNIT



Sketch S-0197A

Using Christmas Toys Safely



Some Things To Do

1. Have the group trim the school Christmas tree, showing safe ways of doing so.
2. Dramatize safety rules for shopping when stores and streets are crowded.



Prepared by Leslie R. Silvernale, Continuing Education Service, Michigan State College, East Lansing, Michigan, and Roland Silvernale, elementary school teacher. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

A Christmas Party



Find some good safety rules for a school Christmas party.

Teacher: elicit responses from the children which include the following ideas:

1. Place Christmas tree away from door.
2. Be sure tree is fresh, on a firm base, in water.
3. Have no flammable ornaments near tree lights.
4. If tree is lighted, have pail of water or extinguisher near.
5. Turn off tree lights when no adult is in room.
6. Keep gift wrappings picked up.
7. Play only quiet games so children do not get too excited.



Sketch S-0197A

DECEMBER 1954

Upper Elementary

Safety LESSON UNIT



Christmas Presents

Choose safe Christmas presents. Write "Baby" in front of gifts that would be safe for a baby. Write "me" in front of gifts that would be safe for a boy or girl your age. Write "no" in front of gifts that would not be safe for you.

- | | |
|--------------------------|---|
| 1. _____ hunting knife | 12. _____ chemistry set |
| 2. _____ rubber doll | 13. _____ cloth book |
| 3. _____ bag of marbles | 14. _____ electric train |
| 4. _____ real gun | 15. _____ air rifle |
| 5. _____ spinning top | 16. _____ sharp pointed arrows |
| 6. _____ ball bat | 17. _____ plastic bath toys |
| 7. _____ box of blocks | 18. _____ teddy bear (embroidered eyes) |
| 8. _____ toy sailboat | 19. _____ rubber tipped arrows |
| 9. _____ sling shot | 20. _____ model airplane kit |
| 10. _____ rubber ball | 21. _____ sharp pointed darts |
| 11. _____ jig saw puzzle | 22. _____ tool chest |

Some Things To Do

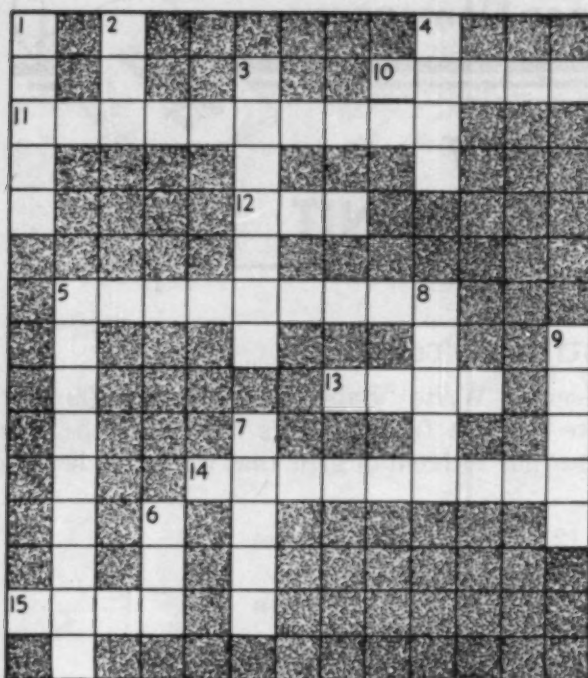
1. Dramatize safe practices while shopping for Christmas.
2. Have children decorate and care for the classroom Christmas tree. Be sure safe practices are followed.
3. Make holiday safety posters. Display the better ones in a store window or on the school bulletin board.
4. Discuss safety precautions prior to the classroom Christmas party.

Answers: "No" 1, 4, 9, 12, 15, 16, 21; "Baby" 2, 7, 10, 13, 17, 18; "Me" 3, 5, 6, 11, 14, 19, 20, 22.



Prepared by Leslie R. Silvernole, Continuing Education Service, Michigan State College, East Lansing, Michigan, and Roland Silvernole, elementary school teacher. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

Crossword Puzzle



Down

1. Where you should not put your feet and bundles when returning from Christmas shopping on a street car or bus.
2. What you must be able to do when carrying large packages in your arms, to avoid tripping.
3. What are always dangerous to have lighted near a Christmas tree.
4. What kind of holder a Christmas tree should have.
5. What it is to have a great many strings of tree lights on one outlet.
6. What you should not do instead of walking, when in a crowded department store.
7. Where you should walk when the sidewalk is crowded with Christmas shoppers.
8. The kind of playthings you should not give to babies who put everything in their mouths.
9. What you should keep in the tree holder to keep the Christmas tree green.

Across

5. What it is to leave the Christmas tree lights on when there is no one in the house.
10. What a paper or cotton decoration on a Christmas tree should not touch.
11. What you should stand on when decorating a tall Christmas tree.
12. What a tree becomes that is kept in the house too long, and which makes it a hazard.
13. Where you should put your toys when you are through playing with them.
14. What a Christmas tree should not be placed close to.
15. What you should not do with a discarded Christmas tree, instead of hauling it to the dump.

Answers: Down—1, safe; 2, see; 3, candles; 4, tree; 5, dangerous; 6, run; 7, right; 8, firm; 9, dangerous; 10, danger; 11, ladder; 12, dry; 13, away; 14, fireplace; 15, burn.

DECEMBER
1954

Junior High School

Safety

LESSON UNIT



Sketch S-0198A

CHRISTMAS EMPLOYMENT

Earn Your Money—But Spend It Wisely

As Christmas approaches, many of us begin to search for ways to make extra money for the Yuletide holidays. We may want to buy presents for those we love, or we may need extra money for those "special" clothes we would like to have to attend the holiday festivities.

While the spirit of wanting to work is a commendable one, we must remember that most of our employment will be in comparatively unfamiliar situations. Unfamiliarity calls for special attention to safety rules and regulations. Safety attentiveness will not only protect us from work hazards, but will impress our employers so that they will want to hire us on future occasions—and perhaps, after we graduate, permanently.

It would be disastrous indeed to find that after four or five days of hard work to gain extra money, we had to spend ten times as much as we had earned on hospital bills. Let's be safe at home too and not get in the same predicament as the fellow in the poster above.

In order to make sure, then, that we do a good job as well as a safe one, let's think about some of the following items of occupational safety.



Be Safe on the Job

1. Listen to all directions carefully. Be sure you understand completely the work assigned to you. Don't be afraid to ask questions.
2. Don't indulge in horseplay or practical jokes.
3. Make sure you do the following things before attempting to lift any objects:
 - (a) Look at the object, estimate its weight, and determine the best way to lift it safely. Get help if you need it.
 - (b) Make sure you have a firm footing. Get a good balance, with feet well apart and close to the object to be lifted.
 - (c) Crouch down to the object by bending knees and keeping back almost vertical.
 - (d) Get a comfortable, secure grip on the object.
 - (e) Straighten knees while keeping the load close to the body.

Prepared by Dr. Vincent McGuire,
Associate Professor, College of
Education, University of Florida.
Published by School and College
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4. Study the plant or store safety rules and be sure to heed them. If in doubt, ask your supervisor.
5. Always walk—don't run. Falls are one of the most important causes of accidents on the job.
6. Keep work aisles clear and observe the store or plant traffic rules.
7. Don't attempt to operate a machine unless you have been given the proper instructions and assigned to it.
8. Dress for the job and wear the proper safety equipment.

Which Job Will You Have?

Listed below are some of the jobs you may secure during the coming holidays. Through class discussion list safety rules for each of the occupations covering the sub-items under each.

1. Delivering Packages
 - (a) Entering the yard of a residential house
 - (b) Gaining admittance to the house
 - (c) Getting in and out of the delivery vehicle
 - (d) Carrying packages to the house
2. Store Jobs
 - (a) Condition of store aisle
 - (b) Stacking materials
 - (c) Climbing to reach high shelves
 - (d) Proper footwear and clothing
 - (e) Reaching from a ladder for objects on a shelf
3. Baby Sitting
 - (a) Important phone numbers
 - (b) Emergency exits
 - (c) Answering the doorbell
 - (d) Danger areas for a baby
 - (e) Children's toys

Transfer Your Learning to Your Home

So far we have talked about safety in regard to some of the odd jobs you might do in order to earn extra money. A safe attitude should not be left at the place where you work. It should be taken home with you. If you think it through, you

will realize that the safety regulations you followed at your place of work are just plain common sense. Those regulations will work in your home too. Things like:

- (a) Keeping the aisles clear
- (b) Not using unsafe tools or ladders
- (c) Getting prompt treatment for injuries

are comparable to the following safety rules in your home:

- (a) Keeping hallways and stairs free of tripping hazards
- (b) Using safe ladders instead of piled up boxes or chairs to climb on
- (c) Providing first-aid treatment for minor cuts and scratches.

Listed below is a check list to find out if you know how to plan a safe Christmas in your home. Mark *True* or *False*.

1. It is safe to use cotton batting to decorate under your Christmas tree.
2. Tinsel "icicles" should not be draped near the Christmas tree lights.
3. Place your Christmas tree near the heating unit in order to keep the branches dry.
4. It is all right to attach as many electric lights as you want to one outlet, provided the socket is not loose.
5. If you are certain that the electric connections are in good condition, it is safe to leave the Christmas tree lights burning when you are away from home.

Answers: Which job will you have? 1. (a) Check for various doors; (b) Always wait until someone opens door—otherwise, neighbors may think you're a burglar; (c) Don't get on or off a delivery truck until it's stopped and until you've checked traffic; then step down, don't jump; (d) Always be sure you can see where you're going.

2. (a) Keep all aisles clear of obstructions; (b) Stack materials safely so they won't fall; (c) Use a safe ladder to climb—not piled-up boxes; (d) Wear no floppy clothes, ties or jewelry around machinery . . . do wear sensible shoes in good repair, or safety shoes if the job so requires; (e) Don't over-reach—move the ladder.

3. (a) Know where the parents, fire department, family doctor, and police department can be reached by phone; (b) Be familiar with all doors for speedy exits; (c) Ask for instructions from parents concerning visitors—always fasten screen door or speak to visitors through locked door; (d) Check stove, stairs, electric appliances for danger to baby and be alert for poisons and small objects left within baby's reach; (e) Be sure toys are put away after baby is in bed so parents won't trip over them.

Answers: Transfer your learning to your home: 1-F; 2-T; 3-F; 4-F; 5-F.

DECEMBER 1954

Senior High School



Sketch S-0198A



Safety

LESSON UNIT

Put Your School Knowledge To Work

Some of you may be holding out-of-school jobs already. Many of you will want to secure part-time jobs in order to earn extra money for Christmas. Any working situation provides an excellent opportunity for putting into practice those skills, attitudes, and habits that you have developed in the classroom.

Concentration

Perhaps you have noticed in school work those students who concentrate on the job at hand usually do better work than those who allow themselves to be distracted. In any job situation this same thing holds true. No matter how unimportant the job may seem, you should concentrate on doing it the best way you know how. A loss of an eye, or a finger, or even death has often come about as a result of daydreaming on the job.

Attitude

Perhaps you know some students in school who have the attitude that they can always violate regulations and policies without harming themselves or others. The employer of the place where you work will think a great deal more of you as a worker if you abide by the rules and regulations set up for your benefit.

It takes only one jerk!



Cleanliness

In school you have learned that it is both mannerly and healthful to keep your bodies clean. Particular attention should be given to this health rule when you have finished a day's work. For example, if you are working in a situation where small particles of a poisonous substance may lodge under your nails, you will endanger members of your family as well as yourself if you don't clean your hands thoroughly after each day's work.

First Aid

If you are injured in any school sports, the coach will either administer first aid or send you to the nurse. Often-times on the job you will not be fortunate enough to have such close supervision. It's up to you to see that minor cuts and scratches are given prompt attention. While this is always a good rule, it is an especially important one if you are working in a situation where dusts, powders, or chemicals may aggravate the injury.



GET FIRST AID

Prepared by Dr. Vincent McGuire, Associate Professor, College of Education, University of Florida. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

Dress

When you go to a school dance, you dress for the occasion. When you attend physical education classes, you wear appropriate clothing. Make certain you dress for the job. Hair covered with a net is more beautiful than no hair at all. Flat-heeled shoes look better than a bandaged leg. A wearer of protective equipment will live longer than a "he-man" who does without.

Carry Over

Despite the fire escape, fire alarms, and other safety devices in school, you are expected to maintain a safety attitude going home from school. This should also hold true when you are going home from your job. Because of this unfamiliar work, you may be unduly tired at the end of each working day. December is a heavy-traffic month and people are rushing around more than usual to get their shopping done—be alert, be careful, be safe!

Christmas in the Home

After you have worked hard to earn extra money for Christmas, the wise thing would be to remain in good health and enjoy the Yuletide season. Unfortunately, however, 29,000 persons were killed and 4,350,000 persons injured in home accidents in the year 1953. The most prevalent cause of home deaths—14,500 of them—is falls, and Christmas is a good season for falls.

Is December the Winter or "Fall" Season

Stop and think of the many unusual activities in which you engage at Christmas time—activities that could mean nasty falls if safe equipment isn't used. Listed below are some of the Christmas "fall" activities:

- Decorating the Christmas tree
- Hanging mistletoe
- Decorating the room with holly and ribbons
- Toys scattered on the floor
- Open boxes left on the stairs
- Ice and snow on the front walk and steps

You can probably think of many more activities, but just examine the first three above. It is apparent that a small stepladder will be needed for safety. Check two things—(1) the price of a stepladder and (2) the average cost of setting a broken leg. Which is cheaper?

An untidy floor or stairway is always dangerous as well as unsightly. Help teach your younger brothers and sisters good habits by setting a good example.

Find out from the lawyers in town the extent of money paid in damage suits to people who were injured by falling on icy steps or on icy walks. Compare the cost to a few buckets of sand and ashes scattered on the walk in front of your house.

Check Your Home Safety Attitude

Read the following and see what kind of a person you are by circling "y" for "yes" and "n" for "no." If you have done these things and have not had any accident, you're pushing your luck!

Bathroom Boners

- | | |
|--|-----|
| 1. Entering and leaving bathtub without holding hand supports (which should be part of bathroom equipment) | Y N |
| 2. Leaving soap in tub rather than in soap dish | Y N |
| 3. Discarding used razor blades in the wastebasket | Y N |
| 4. Stepping into shower without carefully checking water | Y N |

Kitchen Killers

- | | |
|---|-----|
| 1. Leaving pots with hot contents on stove with handle turned out | Y N |
| 2. Leaving knives lying on kitchen drain | Y N |
| 3. Piling canned goods haphazardly on pantry shelf | Y N |
| 4. Adjusting radio while washing dishes | Y N |

Play it safe ...
use the correct wreath



THIS ONE





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Check up on your equipment today—we'll be glad to make suggestions to help bring it up-to-date.

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"America's Largest Safety
Patrol Outfitters"

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One of the scenes from "Anyone At All," showing how teenagers in one community put over a school traffic safety campaign that eventually spread to the entire city.

THE National Safety Council has become a movie star. A new 16mm color motion picture about the Council has just been released by Encyclopaedia Britannica Films, Inc.

This 22 minute film is entitled "*Anyone At All*". The film gives the history of the Council up to the granting of a Federal Charter by President Eisenhower, and shows how other organizations can and do obtain the Council's help in forming their own safety programs. But it is also a truly inspirational film about safety for any group, whether or not they desire to form an organization.

Briefly, the story dramatically tells about a surprise party for a popular young man that ends in tragedy when the man is killed in an automobile accident. A friend decides that something must be done to stop such accidents and he and his friends go to their school principal who tells them about the National Safety Council and its work for over 40 years in starting just such safety programs.

The Council sends the school materials and the program really starts rolling. Everyone in town enters the spirit and soon the safety movement spreads; to industry, the farm, the home, and finally to the start of a local Safety Council incorporating all these movements.

Each safety program gets its start as the result of a tragic accident happening to someone who is liked by all and on the way to a successful life. Each one felt that accidents couldn't hap-

pen to him, but one did, and in the words of one victim, "It could be you, it could be anyone. Anyone at all!"

Prints are available from Encyclopedia Britannica Films, Inc., 1150 Wilmette Avenue, Wilmette, Illinois, for purchase and rental●

CURRENT SAFETY FILMS

The House in the Middle (16 mm sound motion) black & white or color. 6½ minutes. Production date, 1954. TV/o.k. By using recently declassified sequences from films showing thermal effects of atomic blast on small frame houses in tests at the Atomic Energy Proving Grounds, the point is effectively made that unless all fire hazards in and around homes are eliminated, the chances of surviving an atomic attack in the home are few. The film also stresses the necessity of having fire extinguishing equipment available and usable at all times. Suitable for high school and adult audiences. **SOURCES AND AVAILABILITY BASIS:** Capitol Film Laboratories, 1905 Fairview Ave., N. E., Washington, D. C.—purchase. Federal Civil Defense Regional offices—loan.

Rescue Street (16 mm sound motion) black & white or color. 14 minutes. Production date, 1954. TV/o.k. Using a Civil Defense Training Center as its primary set, the film demonstrates the work of a rescue truck after an

atomic explosion. Other scenes show how bodies will be removed from wreckage, injured will be given first aid and medical treatment; and how an emergency depot will be set up for those who have been made homeless by the attack. Sponsored by Reo Motors. **SOURCES AND AVAILABILITY BASIS:** Capitol Film Laboratories, 1905 Fairview Ave., N. E., Washington, D. C.—purchase. Federal Civil Defense Regional offices—loan.

Peter and the Whiffle-Hound (35mm sound slidefilm) 10 min. 1953. Peter and his constant companion, the Whiffle-hound, start for a birthday party. The Whiffle-hound's eyes light up red when there's danger and green when everything is safe. Peter and his friend have many adventures in walking, with Red Dragon (signifying danger) constantly trying to lead Peter astray. For primary school audiences, who will respond to the constant contest between the dragon and the whiffle-hound for the safety of the boy. In final act of villainy, trying to lead Peter into the path of danger, the dragon is himself hit by a city dump truck, tossed onto the top of the truck load and carted off to his proper end, while the driver waves the boy and the dog across the street to safety . . . and the party. This instructional film for child pedestrian safety is sponsored by Liberty Mutual Insurance Companies. Adults will find the puppetry awkward, the color not always true. Children, for whom the lesson is intended, will probably be entranced.

This Is Murder. Television short. Black and white, about 4 minutes. For adults. Produced by the Photographic Bureau of the Los Angeles Fire Department as a form of visual public education for local use. Now being distributed throughout the country through International Association of Fire Chiefs, New York. Deals with hazards of leaving abandoned iceboxes and refrigerators in a condition whereby children might become entrapped.

Tomorrow's Driver. Sound, black and white, 10 minutes. Produced for the Chevrolet Division of the General Motors Corp. by the Jim Handy Organization. Available to PTA's, civic and service groups through Chevrolet dealers throughout the country. Tells the story of the first, second and third graders now behind steering wheels in Phoenix, Arizona, beginning their future driver education early. Children of Garfield Elementary School in that city are stars of the film, caught by the camera as they drive miniature cars on miniature streets laid out on

the school playground, and complete with traffic signals, stop signs and safety lanes. There is a 10-minute documentary narrated by film star James Stewart.

NOW AVAILABLE . . .

MAN AND THE MOTOR CAR, 5th Edition. Revised by the Center for Safety Education, New York University, and published by Prentice-Hall, Inc., New York City.

Brought completely up to date, the new edition of this text reflects the latest trends in the field of driver education. New features include over 300 new illustrations, a complete step-by-step procedure for learning driving fundamentals, techniques for driving on super-highways, methods of meeting driving emergencies, simple procedures for testing psycho-physical fitness to drive, complete score cards for testing various phases of driving performance.

Guide for Safety in the Chemical Laboratory. Prepared and published for the General Safety Committee of the Manufacturing Chemists Association, Inc. Published by D. Van Nostrand Company, Inc., New York; net price: \$4.25.

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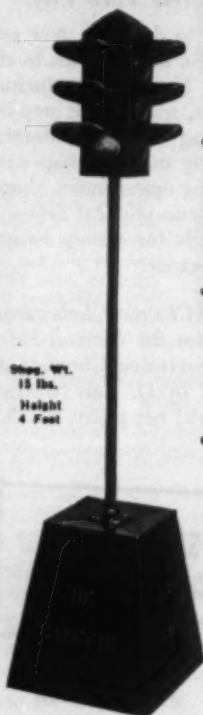
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Michael Ahearn, chief of accident prevention, Chicago Police Department; Dr. Don Rogers, asst. supt. of elementary education, Chicago; Matthew Sielski, director of traffic and safety engineering, Chicago Motor Club; and J. J. Griffin, director of safety, Chicago public schools, with 10 boys who represented the city's patrol program on a special WBEZ broadcast October 6.

patrols honored . . .

Patrol boys of the Chicago public schools were honored in a special broadcast on the city's educational FM radio station, Wednesday, October 6.

Ten new patrol boys took their oath on the program following speeches by three leaders in safety education. Michael Ahearn, chief of accident prevention of the Chicago police department, described the steps taken by that department to make streets safe for school children. Matthew Sielski, director of traffic and safety engineering, Chicago Motor Club, described the work of the patrol boys. Don C. Rogers, assistant superintendent in charge of elementary education for the Chicago public schools, talked about how the boys and the school benefit from the work of the patrol.

The speakers were introduced by James Griffin, director of the safety program for the Chicago public schools, and a member of the School and College Conference, NSC.

The 10 boys who appeared on the program, as representatives of all Chicago patrol members, were selected from Goudy, Everett, Clissold, Scammon and Willard Schools.

housing problems . . .

The October issue of *Educational Progress*, issued by the department of instruction and guidance of the Chicago public schools, devotes its principal feature to a discussion of the Chicago school housing shortage. Skyrocketing enrollments, advancing numbers of obsolescent schools, and intensified congestion are the three major problems facing Chicago educators and parents. Since 1949 elementary enrollment has increased by 49,000 boys and girls in the city; by the end of this school year 43 schools will be 70 years old or older unless replaced.

future Illinois drivers . . .

Secretary of State Charles F. Carpentier of Illinois announced late in September that he would give serious consideration to a program which would enable graduates of accredited high school driver training programs to obtain drivers licenses without the necessity of being examined by the state.

"It is my firm belief that one of the most important contributions to highway safety today is the driver training program now in operation in hundreds of our high schools," Secretary Carpentier said.

self-starter . . .

Bob Pawley is chief of the Juvenile Safety Patrol in Cohoes, New York . . . an organization of 36 young men aged 12 and over who banded together for the first time during the past year "as brother patrol to the senior police department."

The boys displayed quite a bit of ingenuity in getting started. Without a sponsor, the boys decided on a tag day to raise money for belts and other equipment. But they had not even funds to pay for having tags printed. So they went to all printers in town, after about five or six hours of trudging, found one who would print tags, wait until after the campaign for payment.

Total amount collected in the 2-day tag promotion was \$306. This bought badges and belts and paid for the tags as well as two record books, left just \$11 in the treasury as operating expenses for the new organization. They set up temporary headquarters in the police court; in the future they will have their own permanent office.

Robert Pawley, chief of the Cohoes juvenile safety patrol described above, with his captain, Charles Rogolo. They raised the money for their own belts.



for SAFETY PATROL EQUIPMENT

Send for new circular of Sam Browne Belts, Arm Bands, Badges, Safety and School Buttons.



We can furnish the Sam Browne Belts in the following grade — adjustable in size.

The "Bull Dog" Brand Best Grade For Long Wear White Webbing 2" wide at \$15.00 Per Doz. \$1.50 each small lots.

3/4" ARM BANDS Celluloid front—metal back. Web strap and buckle attachment.

No. 33 Blue on white JUNIOR SAFETY PATROL.

No. 44 Green on white.

SAFETY COUNCIL PATROL UNIVERSAL SAFETY WITH TITLE PATROLMAN OR CAPTAIN

Per Dozen \$5.00	Lots of 50 28c each
Lots of 25 30c each	Lots of 100 25c each

SIGNAL FLAGS—12x18 inches

Red cotton bunting, white lettering, "SAFETY PATROL."
Per dozen \$5.00 Less than dozen \$1.00 each

Write for our Safety Patrol Circular
OUR RECORD 54 YEARS

AMERICAN BADGE COMPANY

129 West Hubbard, corner La Salle, Chicago 10, Ill.

When school opened chief Bob Pawley assigned his boys to help police patrol at school crossings. Before the year is out he expects his force of 36 young men to grow to 50 . . . all of whom believe with Bob:

"A safety patrol is good in many ways. It shows the boys how to cooperate with each other. It encourages them to stay on the right side of the law. And most of all they know that what they are doing is for them as well as for everyone else in the city they are located in."

frogman suffocates . . .

A national news service reported late in September that an Elkhart, Indiana boy, 17, had suffocated when he tried to stay at the bottom of a local lake for more than an hour with the aid of an air mask.

The youth had stayed beneath the surface an hour one Saturday, set out the next day to break his own record. He wore a "re-breathing" mask for use in aircraft at high altitudes. He weighted his body for the stunt, told friends he would try to stay under for an hour and a half. His body was recovered in 30 feet of water an hour and a quarter after he descended.

HOLLYWOOD TRAFFIC BOARD for instruction in DRIVER EDUCATION



Developed by a teacher in the Los Angeles City Public School System to provide an easy method of showing traffic situations in a manner conforming with the best practices of visual education.

1. Simple to operate. Fascinating to watch. Holds attention of viewing group.
2. Several vehicles may be moved simultaneously to demonstrate actual traffic.
3. Operates from the rear. Nothing obstructs the view of the observers.
4. Very light in weight but substantially made. Can be carried anywhere with ease.
5. Needs no special stand because it clamps to any available desk, table, etc.
6. Local highway patterns may be drawn and inserted in the frame to illustrate special situations.

Used by many schools (from 4th to 12th Grades), Utilities such as Bell Telephone Co., Courts, Attorneys, Insurance Companies, Safety Councils, Television Programs, etc.



Patent Pending

Manufactured by
THOMAS W. HALLIDAY

911 N. Westmount Dr. Los Angeles 46, Calif.



Pick Temple, Washington, D. C. TV personality, is congratulated by Carlisle Johnstone, director of public safety for Arlington County, Va. The occasion: a child safety campaign being conducted by the cowboy star's sponsor, Giant Food Stores.

The billboard campaign is only part of the service program. Giant has also published full-page newspaper ads designed especially for children and aimed at keeping them out of the streets. Moreover, membership in Pick Temple's Giant Ranger Club now comprises 85,000 Washington area children, is granted only when applicants' parents certify in writing that their children are adhering to a set of safety rules outlined on the TV program. Applications are countersigned by area police chiefs and safety officials.

Snow Fun,

continued from page 9

reported. The snow target contest brought out one of the largest March audiences of all time. Parents and youngsters were both on hand; the Citizenship Council presided . . . and they all looked over some most ingenious targets.

There was a total of 22 entries. Some were simply meant to receive well aimed snowballs. Others involved keeping a score (an aid to arithmetic!). Some were musical. Still another was not a target at all but instead a treasure chest of attire and accessories for dressing up snow figures. And entries had been constructed both by youngsters and by their parents. In fact the "youngest" entry . . . as well as the first one to arrive at the school after the project was announced . . . came from a second grade boy who heard about the plan from the Citizenship Council representative for his room, went home that afternoon to work on his target, two days later presented the finished product to his teacher for her approval. It was a good target, too, rating a special award from the judges.

There were many prizes . . . a grand prize, first, second, third and special award (this last for the treasure chest). There were also awards for: the noisiest target, the most complicated, the sturdiest, the most lady-like, the most heavenly, the flashiest, the most patriotic, the most rural, and the like. But the real prizewinner

was the school and its current and future classes. For all targets were given to Willard School for use on the playground. And all were used that same month when we had a late, but sizable, snowfall. From my personal observation at that time (and that of our principal and teachers) the children were having a wonderful time. The older youngsters concentrated on the targets while the younger ones made, then dressed, snow figures from the amazing contents of the treasure chest.

A snow problem, we discovered, is no problem when children's talents and energies are properly directed●

Congress,

continued from page 5

living.

Meanwhile, in Chicago, other delegates turned their attention to discussion of education for home and vocational safety, to campus programs of accident prevention, and to plans for the expansion and improvement of driver education.

In all, before delegates left for home on Friday, they had attended or participated in more than 60 open sessions of the School and College Section of the Congress, as well as in some 40 meetings of year-round or special committees.

Jerry Notske, 12, of Green Valley, Ill., who won grand prize in an essay contest sponsored by Caterpillar Tractor Co. on the subject, "What my dad's safety means to me." Here his step-father helps the prize-winner increase his own safety via repairs intended to keep the boy's wheel in good condition. "I need my Dad to fix my bike" was one of the statements in Jerry's prizewinning essay.



"PARKING IS NOW TAUGHT IN THE CLASSROOM"



A 16 mm sound film specifically designed to teach students the ABC's of parking correctly. It does this simply and easily, thus eliminating many repeated classroom lessons, with the result that many students are able to park in their first attempt.

Some of the features portrayed in the film are: (1) a full classroom demonstration; (2) a complete street demonstration and (3) the proper use of a modern Portable Parking Board. Every driving instructor will appreciate a print of this easy-to-understand film for his school. Educators rate its teaching value highly.

16 mm Sounds - \$50.00
(Running time 11 minutes)

Also Available on a Rental Basis
\$10.00 per Week, plus Postage

BOND SAFETY PROJECTS

Room 101, 542 Calle Santa Rosa

Palm Springs, Cal.

People Like Projects,

continued from page 24

pupils to follow traffic signals. They might also present safety talks or plays to the elementary group.

- ▶ Monitoring the corridor, cafeteria and stairway traffic within the building. Many schools have found it desirable to have monitors and the student safety organization can serve in this capacity.
- ▶ Conducting a neighborhood clean-up campaign to decrease accident hazards. Extensive publicity and the cooperation of interested community groups will make this undertaking more successful. Appointment of block captains and block committees will do much to assure the success of the campaign.
- ▶ Maintaining an automobile-parking-and-driving-permit file for the school. This would come under the jurisdiction of the safe driving committee, prove of much help to their activities already described in a previous article.

Do you have additional ideas for projects and programs for student safety organizations? Send them to us.

TRADE PUBLICATIONS

The following publications are intended for the guidance of those responsible for the purchase of equipment to promote safety in the school. The coupon below will bring FREE to responsible school personnel any or all of those listed.

1. "Color Dynamics": Booklet that explains how color can be utilized to stimulate both pupils and teacher alike. Schoolrooms may use color arrangements in keeping with the activities for which the rooms are used. Pittsburgh Plate Glass Co.
2. Portable Hot Food & Liquid Carrier: Providing a means by which hot foods, soups, and beverages can be prepared in a central location under one supervision and distributed hot miles from the kitchen is described in a four-page pamphlet. Vacuum Can Co.
3. Use of Mercurochrome for First Aid: Literature tells of the practical uses of mercurochrome, at home or in school, as an antiseptic, in first aid treatment of minor wounds. Hynson, Westcott & Dunning, Inc.
4. Teaching Traffic Safety: Brochure with illustrations describes a demonstration board designed for driver and safety classes. Magnetized model cars and traffic signs enable the instructor to utilize the board in a vertical position. Magno-Saf-T Board.
5. Electric Hand Driers: New illustrated brochure shows all models of Sani-Dri hand and hair driers with new high speed drying features, installation plans included. The Chicago Hardware Foundry Co.
6. Safety Patrol Equipment: Illustrated brochure describes belts, rubberized coats and hats, and warning flags for safety patrols. Featured are the yellow warning flags designed for better visibility. M. F. Murdock Co.
7. "Safe Exit": Information on an available film written for children and adults to promote interest in the necessity of adequate exit facilities and to train the audience in exit procedures during emergencies. Vonnegut Hardware Co.

SAFETY EDUCATION

DECEMBER, 1954

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Safety Education for December, 1954 • 40

traffic safety fellowships . . .

Three students at the Center for Safety Education of New York University this fall are embarking on a year's study and research in traffic safety under fellowships provided by the Esso Safety Foundation.

Recipients of the awards, each of which carries a stipend of \$2,000, are Wallace N. Hyde, Salisbury, North Carolina; Richard Tossell, Salamanca, New York; and Manuel C. Thomas, Wheeling, West Virginia.

Mr. Hyde is a teacher of driver education and the football coach at Boyden High School in Salisbury. He is a candidate for the master's degree at North Carolina State University.

Mr. Tossell holds a master's degree from New York University, is a lieutenant in the United States Naval Reserve.

Mr. Thomas, a graduate of Tulane University, has been working toward his master's degree at the University of West Virginia. He was formerly an instructor for the United States Navy.

Under the provision of the grant, each of the students is to study for an advanced degree at the Center for Safety Education and complete one research project for publication by June 1955.

STATEMENT REQUIRED BY THE ACT OF AUGUST 24, 1912, AS AMENDED BY THE ACTS OF MARCH 3, 1933 AND JULY 2, 1946 (Title 39, United States Code, Section 233) SHOWING THE OWNERSHIP, MANAGEMENT, AND CIRCULATION OF SAFETY EDUCATION, published monthly, September to May inclusive, at Chicago, Ill., for Oct. 1, 1954.

1. The names and addresses of the publisher, editor, managing editor, and business managers are: Publisher, National Safety Council, 425 N. Michigan Ave., Chicago 11, Illinois; Editor, Mrs. Alice Robison, 425 N. Michigan Ave., Chicago 11, Illinois; Managing Editor, Norval Burch, 425 N. Michigan Ave., Chicago 11, Illinois; and Business Manager, George E. Burns, 425 N. Michigan Ave., Chicago 11, Illinois.

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5. The average number of copies of each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers during the 12 months preceding the date shown above was: (This information is required from daily, weekly, semiweekly, and triweekly newspapers only.)

GEORGE E. BURNS
Business Manager

Sworn to and subscribed before me this 22nd day of September, 1954.

Bernadette A. Lanouette, Notary Public
(My commission expires June 15, 1957.)

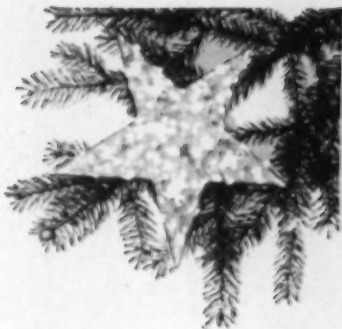
the boy and the Star

He is old enough now to know that the ornament on the tree is more than a star . . . to understand the deeper meaning of Christmastime.

Now he knows that it is love that has been shining on the tree year after year, the love that has wrapped and held him . . . that has given him food and warmth and laughter and the promise of joy to come.

Life's great reward is the privilege of giving security to those we love.

And, think: When you make *your* home secure you are also helping make America secure. For the strength of America grows as the number of its secure homes increases.



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